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UNIT ORGANIZATION OF THE TOPIC

SCANDINAVIA

for a Correlated Course in

Modern World History and World Literature

for the Tenth Grade

Priscilla Noddin

August, 1954

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UNIT ORGANIZATION OF THE TOPIC SCANDINAVIA
FOR A CORRELATED COURSE
IN MODERN WORLD HISTORY AND WORLD LITERATURE
For the Tenth Grade

The Scandinavian people built the three hardy countries of Norway, Sweden, and Denmark, tucked away in the northwest corner of Europe. They are worthy of our knowledge and respect.

They are peaceful, prosperous and well-educated. Nature did not give them great resources but they have done well with what they have. They have produced great leaders in science, literature, art, and music. Once they were fierce and warlike, but in modern times they have come to realize something most of the world still has to learn: war does not pay. They concentrate on getting along with one another and with the world. They believe in world peace and they are always willing to work for it.

DELIMITATION

1. The Scandinavian countries consider that Finland and Iceland belong in their group; they fly the 5 flags together everywhere.

2. You do not hear a great deal about them in world affairs compared with more powerful European nations like Britain and France.

3. They may not seem to have much influence.

4. Sweden managed to remain neutral in World War I and World War II.

5. Norway and Denmark kept out of World War I but they were invaded by the Nazis in World War II.

6. The movement to prevent wars has no better friends anywhere than in Scandinavia.

7. The first Secretary-General of the United Nations was a Norwegian, Mr. Trygve Lie; before that he was chairman of the committee that wrote the charter of the United Nations at San Franciscan Conference.

8. The second Secretary-General was a Swede, Mr. Dag Hammarskjoeld.

9. The first martyr of the United Nations was a Swedish nobleman, Count Folke Bernadotte, whom the U.N. appointed as mediator between Israel and the Arab states; he was killed trying to stop a war in Palestine.

10. Norway and Denmark are members of both the United Nations and of the North Atlantic Treaty Organization.

11. The barren soil of much of Scandinavia did not favor the system of feudal landholding that developed in most of Europe.

12. The people engaged in hunting, fishing and local trading.

13. They divided their property among descendants so no owner accumulated large areas and great power.

14. Their excellent ships and skill in navigation encouraged them to go on longer and longer voyages.

15. By the 9th century they had colonized in Iceland.

16. About the year A.D. 1000 Eric the Red and his son, Leif Ericson, reached the shores of Greenland and Labrador, crossing open sea in small open boats.

17. 500 years before Columbus reached the new world Norsemen had sailed along the New England coast.

18. They developed sailing and navigation into a new art; they learned to tack (sail against the wind) and to steer their courses by the sun and stars.

19. In the 9th and 10th centuries they established colonies in Iceland, Greenland, Ireland, England, and France, for they had turned from plundering and raiding for booty to colonizing for land.

20. They pushed as far as the Black Sea, opening a trade route to Constantinople.

21. In more recent history their descendants have been intrepid explorers:
A- Nansen was the first man to get within 200 miles of the North Pole.
B- Ronald Amundsen was the first man to reach the South Pole.
C- Thor Heyerdahl crossed the Pacific from Peru to the South Sea Islands by way of ocean currents on the raft Kon-Tiki.

22. When the Northmen settled down in permenent colonies and intermarried with the earlier inhabitants, they proved an aid in the development of other nations.

23. Their skill and resourcefulness enriched civilizations and benefited both the conquered people and the invaders themselves.

24. We in the United States know the kind of people the Northmen are for many Norwegians, Swedes, and Danes live among us; they settled in large numbers in our Mid-West and are hardy farmers, thrifty businessmen, doctors, lawyers, teachers, good mothers, and homemakers.

25. During the 9th and 10th centuries many Norsemen were converted to Christianity, but many more paid lip-service while clinging to their old pagan gods of Thor, Odin, and Freya.

26. During the 11th century, through the influence of their Christian kings, especially King Olaf of Norway, nearly all of Norway, Sweden, and Denmark accepted Christianity.

27. The Swedes conquered parts of Finland and converted the Finnish to Christianity.

28. As a result of missionary activities, Finland became a Swedish province in the 13th century.

29. From the 11th to the 14th centures there was no strong or lasting central government in the Scandinavian countries.

30. They united under one ruler at the end of the 14th century in a federation called the Union of Kalmar.

31. The Union of Kalmar pledged each nation to eternal peace and equal rights under one king, though each nation was to have its own laws.

32. The monarchy thus created was the biggest empire in Europe at that time, stretching from Finland to Greenland.

33. The Union lasted more than century, but broke up because of dissatisfaction over Denmark's domination of it.

34. At the beginning of the 16th century Sweden revolted and became an Independent kingdom.

35. Norway continued under the rule of Denmark for more than 3 centuries, becoming simply a Danish province.

36. At the beginning of the 16th century, when the Union of Kalmar was breaking up, the religious ideas of Martin Luther were brought to Scandinavia by students from German universities, and had a strong appeal for the Scandinavians.

37. In a very few years Lutherism became the state religion in the Scandinavian countries.

38. Denmark and Sweden took an active part in the Thirty Years' War; Sweden's greatest king, Gustavus Adolphus, died in a battle in that war, and it was said that the religious and moral ideals of the War died with him.

39. King Gustavus Adolphus helped Sweden become a world power by:

    a. being an able ruler and a brilliant military leader.
    b. fightingcompaigns against Poland, Russia, and Germany which brought new provinces along the Baltic Sea.
    c. making the Baltic Sea a "Swedish lake".

40. But Sweden's greatness was founded on military strength instead of wealth and culture; defeated neighbors waited for revenge.

41. At the beginning of the 18th century Denmark, Poland, and Russia formed a military alliance against Sweden.

42. After a long and costly war Sweden was defeated and lost all her Baltic colonies except Finland to Russia.

43. In the 19th century Russia forced Sweden to give up Finland, too; as a result of the loss, the Swedish king had to abdicate.

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https://archive.org/details/unitorganization00nodd

44. The Swedish Riksdag elected Napoleon's famous general, Bernadotte, king; his descendants have occupied the throne of Sweden ever since.

45. In the Napoleonic Wars, Sweden fought on the side of the allied powers against Napoleon; Denmark allied itself with Napoleon.

46. The Congress of Vienna punished Denmark by giving her province of Norway to Sweden.

47. The Norwegians resented this and Sweden compromised; the Norwegians could keep their own constitution and parliament but the king of Sweden would be the king of Norway, too.

48. Finally, at the beginning of the 20th century Norwegian Parliament declared the union with Sweden at an end; Sweden agreed to the separation.

49. The Norwegians chose a Danish prince for their king, who took the title Haakon VI.

50. Since that time each of the Scandinavian countries has its own king and constitution; each is a limited monarchy.

51. Denmark was the only Scandinavian country to have colonies; for many years she had Greenland and Iceland; she still governs Greenland.

52. Sweden colonized Delaware, but lost her colony in our early history.

53. Iceland, colonized by political refugees from Norway, had an elected assembly called Althing and Christianity 5 centuries before Columbus discovered America.

54. Though it came under the rule of Norway and then Denmark later, it remained largely self-governing.

55. During World War II when the Nazis ruled Denmark it became practically independent and aided the cause of the Western democracies; many American boys were stationed there during the war.

56. In 1944 Iceland with the oldest parliamentary body in the world became a republic.

57. Iceland belongs to the United Nations and to NATO; both Iceland and Greenland are vital to western defence.

58. The Industrial Revolution brought machines, factories, and cheaper goods into Scandinavia; merchants and tradesmen grew into a prosperous middle class.

59. Co-operative societies in Denmark and trade unions in Sweden came into being at this time.

60. Trade with foreign lands increased rapidly; Norway developed a very large merchant marine whose ships sailed to ports all over the world.

61. A severe depression in Scandinavia in the later half of the 19th century sent thousands of Northmen to look for new opportunities in America.

62. Agriculture in Denmark has been scientifically developed:

a. Rolling, level land is Denmark's only natural asset but unwise farming of the single crop of grain exhausted the land and lost her her world market to competitors.

b. Experts called in recommended:
   (1) changing over to dairy industry, for soil and climate were suitable.
   (2) breaking up large tracts and selling small tracts to peasants.
   (3) draining all wastelands to increase amount of land.

c. Results:
   (1) By World War II small farmers owned and operated practically all farm land in Denmark.
   (2) Rich Danish pastures support more animals per square mile than any other country of Europe.

63. The Danes learned that co-operation meant prosperity:

a. They formed associations called "co-operatives" that handle both buying of supplies and selling of products.

b. They joined together and hired experts to:
   (1) Advise them about raising and feeding hogs and cattle.
   (2) Run their creameries, meat-packing plants, and butter and cheese factories.

c. The results are:
   (1) the uniform, good-quality products bring good prices in foreign markets.
   (2) Great Britain normally buys most of Denmark's farm products.
      (a) Reduced trade because of Britain's austerity program had a serious effect on Denmark's industry and on exchange for manufactured products which she needs, can't produce, and can't buy unless she can arrange reciprocal trade.
      (b) The U.S. took up some of this lag by purchasing Denmark's dairy products for its military personnel in Europe.- a good example of the dependence of countries upon one another for balanced economies.

64. The Scandinavian countries, especially Sweden, are famous for their measure for social improvement, such as:

a. Modern, low-rent housing projects for low-income groups.

b. Modern, somewhat higher rent housing projects for middle-income families.

c. No slums.

d. Cheap electricity so that most homes are electrified with modern equipment.

e. City owned land reserved for garden plots for factory workers.

f. Few strikes or labor troubles.

g. High standard of living with:
   (1) unemployment insurance
   (2) worker's compensation
   (3) old-age pensions
   (4) free camps for city children
   (5) free vacations for mothers

65. The Scandinavians are leaders in education: educators all over the world are interested and visit to see:

a. People's High Schools - rural vocational colleges for adults.

b. Manual training as part of school curriculum - preserves skill in handcrafts that was being lost to machinery.

c. New text-books which have been rewritten to remove all traces of unfairness and national prejudice that keeps old hates and wrongs alive for future generations.

66. Many famous scientists have been Scandinavians; among them are:

a. Alfred Nobel, a chemist, who discovered many new chemical compounds including smokeless powder and dynamite and who left his huge fortune for the cause of world peace.
   (1) 5 prizes of about $40,000 each are awarded annually for the greatest contribution in the field of:
      (a) physics
      (b) chemistry
      (c) medicine
      (d) literature
      (e) world peace
   (2) no consideration can be paid by the judges to the nationality of the candidates.

b. John Ericsson invented the marine propellor; he has an important place in American history because:

(1) he designed the revolving turret of the Monitor; her victory over the Merrimac was an important factor in the North's winning the Civil War.
(2) when he died in N.Y., the U.S. government honored him by returning his body to Sweden aboard the battleship "Baltimore."
(3) his mausoleum is in Filipstad, in Vermland, near Selma Lagerlof's home; both are visited by many Americans traveling in Sweden.

c. Inventors of the:
(1) cream separator
(2) safety match
(3) non-sinkable lifeboat
(4) ball bearings

67. Many famous writers have been Scandinavians; among them are:

a. Hans Christian Andersen
(1) a Dane
(2) author of Fairy Tales

b. Henrik Ibsen
(1) a Norwegian
(2) author of Peer Gynt
(3) author of plays that analyzed social and economic problems

c. Selma Lagerlof
(1) a Swede
(2) author of tales of the past:
(a) The Wonderful Adventure of Nils
(b) The Story of Gosta Berling

d. Sigrid Undset
(1) a Norwegian
(2) author of Kristin Lavransdatter.

68. Many famous musicians have been Scandinavians; among them are:

a. Edvard Grieg
(1) a Norwegian
(2) composer of music for:
(a) Ibsen's Peer Gynt
(b) other music which interprets the spirit of his people.

b. Jenny Lind
(1) "Swedish nightingale"
(2) widely known in America; sponsored by P. T. Barnum.

c. Kirstin Flagstad - Norwegian opera star with Metropolitan Opera Co

d. Lauritz Melchior - Danish opera star with Metropolitan Opera Co.

PROBABLE INDIRECT LEARNING PRODUCTS

1. Development of the attitude that literature is one of the most important keys to understanding other cultures.

2. Ability to apply skills, learned or improved in this unit, to other learning situations.

3. Increased ability to recognize ignorance of facts, prejudices, and biased opinions for what they are.

4. Increased ability to form opinions from facts.

5. Tendency to seek reliable information.

6. Knowledge of some sources for it.

7. Increased tolerance of other points of view; tendency to examine one's own attitudes for evidence of prejudice.

8. Increased attitude of respect toward "foreigners."

9. Desire to represent the United States at its best, whether here at home or abroad.

PROBABLE INCIDENTAL LEARNING PRODUCTS

1. Increased interest in people of other countries.

2. Increased appreciation of other cultures.

3. Increased understanding of problems of other people in situations different from ours.

4. Realization of what other cultures have contributed to America's strength.

5. Realization and appreciation of contributions that scientists of other countries have made to the advance of civilization.

6. Ability to recognize reasons for unfriendly attitudes sometimes shown by Western democracies toward one another; intelligence to distinguish between the significant and insignificant.

7. Recognition that the future depends upon attitudes now being formed.

8. Increased interest and intelligence in reading news of the world in newspapers and weekly periodicals; discrimination in choice of which ones to read.

SKILLS AND ABILITIES IN THE ENGLISH LANGUAGE ARTS

Reading

This unit can contribute to developing skills in reading by providing the following activities which call for:

1. The ability to gain increased meaning from reading by a knowledge of words, as in

   . The specialized vocabulary of this unit.

2. The ability to follow the sequence of ideas for summarizing in preparation for

   . Oral reports

3. The ability to do selective and topical reading in preparation for

   . Written reports

4. The ability to comprehend the importance of understanding material read for the purpose of criticism or evaluation for:

   . Discussion of somewhat controversial subjects

5. The ability to select and judge materials for reading for

   . Optional supplementary reading

6. The ability to read aloud more skillfully

   . Excerpts from dramas, or poetry

7. Ability to perceive the mood and the purpose of the writer in such material as

   . Ibsen's, <u>The Doll's House</u>

8. The ability to adjust speed to the material and the purpose in reading

9. The ability to use library tools, as:

   a. The use of the card catalogue by titles
   b. " " " " " " authors
   c. " " " " " " subject matter
   d. " " " " <u>Readers Guide for Periodical Literature</u>
   e. " " " " <u>National Geographic Cumulative Index</u>
   f. " " " " periodical files.

10. The ability to use reference material as:

    a. World Almanac
    b. Encyclopedias
    c. Atlases
    d. Geographies

Writing

This unit can contribute to developing skills in writing by providing the pupils with needs for the following skills in written communication:

1. The ability to prepare outlines for oral and/or written reports.

2. The ability to write reports on individual research, including documenting sources and preparing bibliographies.

3. The ability to select and to organize material for charts and maps.

4. The ability to write the following kinds of letters:

    a. "Thank you" letters to speakers, and for exhibits lent.

    b. Letters to speakers confirming the date and the time of a class meeting or of an assembly.

    c. Business letters of request for information to travel agencies, etc.

    d. A "formal" business letter to the Secretary of State of Massachusetts or of other New England states inquiring about the state exhibit at Ribild Park, Denmark.

    e. Friendly letters to Scandinavian "pen pals".

Speaking

This unit can contribute to developing skills in speaking by providing the pupils with needs for the following skills in spoken communication:

1. The ability to deliver an oral report to the class on individual research.

2. The ability to gain and hold the interest of the class in an illustrated talk, such as using a world globe to demonstrate the rotation of the earth around the sun, and its influence on the "land of the midnight sun".

3. The ability to interview, such as arranging with the principal for an assembly speaker.

4. The ability to introduce a speaker to the class.

5. The ability to participate as a member or as the chairman of a panel discussion.

6. The ability to co-operate with the teacher in a conference for informal discussion of reading accomplished.

Listening

This unit can contribute to developing skills in listening if the pupils understand what they are to listen to, and the reasons for their listening.

They must be reminded that in the course of this unit they will listen to material presented in a variety of ways for a variety of purposes, each requiring a special listening skill.

These skills, with one activity from this unit that contributes to its development, are:

Accurate listening: learning to listen for facts and organization in a structural speech for the purpose of grasping central ideas.

Activity: A report on the civilization of the Vikings.

Critical listening: learning to distinguish fact from principal, argument from evidence, false inferences from unsupported generalizations, and relevant from irrelevant material.

Activity: A report on Sweden's position as an uneasy neutral in World War II.

Appreciative listening: learning to listen to the beauty of the spoken language.

Activity: A presentation of the recordings of Lawrence Olivier's Hamlet.

THE UNIT ASSIGNMENT

(Tentative Time Allotment -- 3 weeks)

1. To arouse interest in the new unit, introduce an informal discussion of motion pictures based on Scandinavian themes, such as "Hans Christian Andersen", "Red Shoes", "I Remember Mama", and "Song of Norway." If possible, have class sing theme songs from these movies, or play recordings of them.

2. To dramatize the superficiality of judging people and countries solely on such material as movies, even good ones, direct the discussion to impressions the pupils have of Norwegians, Swedes, Danes and Finns and of their respective countries, and ask them to analyze the sources of their information.

3. Ask how many in the class are of Scandinavian descent; get specific information on genealogies.

4. Ask how many of them or members of their families have traveled in Scandinavian countries; ask for specific information on slips of paper to be filed for reference later.

5. Show selected Kodachrome slides of teacher's trip through Norway, Sweden, and Denmark; these may not need special explanation, or may be shown as a pre-view and repeated later when others are shown to illustrate topics under discussion.

6. Ask the class members if they have ever been on a party "Scavanger Hunt". Explain if some haven't. Then explain that this unit includes a scavanger hunt and that score will be kept and a prize offered the one who finds the most items on it.

7. Present the following list:

    1. List of students in school or members of their families who have traveled in Scandinavian countries.

    2. People in the community, especially military personnel who have visited longer than tourists usually can, who have traveled in Scandinavian countries.

    3. Names and addresses of any Scandinavians in the area on exchange programs.

    4. List of citizens in the area who are direct descendants of Scandinavian immigrants.

    5. A poll of items 1-4 above for any souvenirs or products that they would be willing to lend, any Kodachrome slides they would be willing to show, and any who would be willing to speak to the class of their experiences.

6. Items on Assignment sheet.

8. Present assignment sheet with Core and Optional activities. As it is explained, call attention to the following items to be added to the Scavanger Hunt: (To be borrowed by pupil choosing that related activity)

7. Pictures of Scandinavian countries and life there.

9. Travelers who have been to the Arctic Circle or beyond around June 21 of any year.

10. Recordings of Grieg's music, especially the Peer Gynt suite, or the operetta "Song of Norway".

11. A Jenny Lind doll.

12. Recordings of Kirsten Flagstad's and/or Lauritz Melchior's operatic roles.

16. Scandinavian products.

17. Pictures of Scandinavian costumes and folk festivals.

18. Pictures and clippings of the 1952 Olympics.

34. Imported sardines.

35. Scandinavian stamps.

36. Scandinavian coins.

9. First bulletin board display featuring large map of Scandinavian countries, and book jackets of books listed on Bibliographies.

10. Direct discussion to books and urge each to be choosing his books for individual reading; explain how each is to be recorded - both core and optional.

CORE ACTIVITIES

(Each pupil to receive a mimeographed copy for a study guide)

Here is a list of reading and activities which will be the basis for individual, group, and class work for the next three weeks. You may begin working on the activity which interests you most.)

1. The basis for much of the information you will need in the other activities is found in your text-book The Story of Nations. Read the material on pages 427-446.

2. One key to the understanding of other people is in their literature. As a basis for oral or written discussion, choose and read at least one work by each of the following authors:

   a. Hans Christian Andersen

   b. Henrik Ibsen

   c. Selma Lagerlöf

   d. Sigrid Undset

   The bibliography for core activities, which is attached, contains selections by all of them from which to choose; the selections range from " easy" to "somewhat difficult" and from "short" to " long."

3. The following words occur in the required reading assignment or in the material for the other core activities. Refer to a dictionary as you come to them, so that at the end of the three weeks you can use them in meaningful sentences in writing about Scandinavia. Your attention is called to the similarity of some of them to words meaning the same in other languages. It's another easy way to increase your vocabulary.

   a. fiord (fjord)
   b. Viking
   c. saga
   d. Northmen (Norsemen)
   e. troll
   f. gnomes
   g. smorgasbord
   h. Lapps
   i. abdicate
   j. dynamite
   k. trade union
   l. Althing
   m. merchant marine
   n. strait
   o. mausoleum
   p. tundra
   q. solstice
   r. equinox
   s. Freya
   t. Thor
   u. Odin
   v. sauna
   w. lan (German Land)
   x. fylker
   y. krone and kroner
   z. Riksdag (German Bundestag)
   aa. manual training
   bb. co-operative society

4. Alfred Nobel, a Swedish scientist, left his fortune for the advancement of civilization. You should know about the Nobel prizes. In the World Almanac find the following information.

a. 5 fields in which they are awarded.
b. How often the awards are made.
c. Where the awards are made.
d. Which one is awarded in Sweden.
e. Who decides the winners.
f. Who awards the prizes.
g. The value of the prize.
h. The fields and the number of times the prizes have gone to Scandinavians.
i. To Americans (same as h.)

5. To help you organize your knowledge and material of basic facts about Scandinavia, enlarge the following chart. You will need to use reference books in addition to your text-book.

	Norway	Sweden	Denmark	Finland	Iceland
a. Capital city					
b. Main geographical features					
c. Seaports					
d. Natural resources					
e. Chief industries					
f. Exports					
g. Imports					
h. Form of government					
i. Outstanding people and their contributions					

6. The development of any country is largely determined by geographic factors. To understand these facts better you will make a series of 4 maps. Prepare 4 large outline maps of Scandinavia. The directions for each follow.

a. Draw the national boundaries.
Label all countries and all bodies of water bordering Scandinavia.
Color or shade the Scandinavian countries differently, indicating in this way to whom the largest islands belong, especially the one in the Baltic Sea. Does Sweden border the Arctic Sea?

b. Consult a geography that has good relief maps.
Color or shade the Scandinavian countries to show elevation. Your map should show that Denmark is all lowland, and that most of Norway is a plateau. Does it have snow all year?

c. Consult a world geography for maps showing climate and vegetation.
Color or shade the climatic areas as tundra; timberland;etc. Indicate what ocean and wind currents affect the climate of Scandinavia.

d. Locate the following places, and label them. We will refer to all these places in our discussions. At the end of the

three weeks you will know at least one fact associated with each.

Norway	Sweden	Denmark
Oslo	Stockholm	Copenhagen (Kobenhavn)
Narvik	Karlstad	Horsens
Bergen	Filipstad	Odense
Trondheim	Gottenborg (Goteborg)	Aarhus
Hardanger Fiord (fjord)	Halsingborg	Frederickshaven (Frederikshavn)
Stavanger		Helsingor
North Cape (Nord Kapp)	Iceland	Finland
Finnmark	Reykjavik	Helsinki

7. The Scandinavian people, in contrast to the British, are very casual, and informal in their references to their royal families. They love and respect them, but say they can't afford to have coronations. The members of their royal families mingle quite freely with their subjects, and live in comparatively modest circumstances. Collect pictures of the royal families, and explain how they are related to one another.

8. Ole Bull, famous violinist of Bergen, Norway, and Henry Wadsworth Longfellow were friends. Ole Bull appears in Longfellow's Tales of a Wayside Inn as the musician; he made several concert tours in this country.
Read the part of the Tales contributed by the musician. Longfellow developed a deep admiration for Scandinavian literature and learned the language that he might read it in the original. How many other poems that he wrote were inspired by his knowledge of Scandinavian history? Refer to a volume of his collected works. Perhaps your teacher can tell you where to find a picture of the beautiful statue of Ole Bull in the public square named for him in his birthplace. He is represented as playing his violin by a fountain which represents a woodland waterfall. The fairies of the folk lore of Norway, which he interpreted in his music, are emerging from the water to listen.

9. The Vikings got around. In studying European history after 800 a.d. you run into them almost everywhere. American history begins with their story. On an outline map of the northern hemisphere, trace their voyages.

10. Kronberg Castle in Helsingfors, Denmark, appears as Elsinore Castle in Shakespeare's famous philosophical play, Hamlet. You will probably read this play before you finish school. You will hear it discussed the rest of your life. If reading the play is asking too much, read a good summary of it, and then listen to recordings of the play by Lawrence Olivier or Maurice Evans, or by other good actors. Write a report, or present a program on Hamlet to the class. Several or even the whole class could participate.
Include reference, and material, to the annual presentation of the play given in the castle during festival week in Denmark. Each year

a company from a different country presents it. Some famous companies and actors have appeared there. Perhaps you can find pictures to illustrate them.
Locate Helsingfors on one of your maps and note that the kings who ruled there got rich from duty paid by all ships that entered or left the Baltic Sea.

11. Prepare a written or oral report on Hans Christian Andersen. Perhaps several in the class would like to take part.
Include a biographical sketch, and pictures of the Museum at his birthplace in Odense.
Read, or reread some of his famous stories, and include reviews of them.
Are you familiar with the picture of the famous statue in Copenhagen harbor of the Little Mermaid? Find a copy and tell her story.
Incidentally the dancer who posed for the statue was a favorite of the king then reigning, and her identity was supposed to remain a secret as long as she lived. But Copenhagen unofficially observed her 70th birthday in 1953.

BIBLIOGRAPHY FOR CORE ACTIVITIES

(1) before a title indicates easy reading.
(2) " " " " average reading.
(3) " " " " somewhat difficult reading.

Andersen, Hans: (1) Fairy Tales, Windermere Readers, Rand and McNally and Co., Chicago, 1954.

(2) Picture Book Without Pictures
Different. Charm in subject matter and in style that is lacking in other stories of same kind.

(2) "What the Old Man Does Is Always Right"
Same theme as You Can't Take It With You (Hart and Kaufman)

Ibsen, Henrik: (2) Peer Gynt, E. P. Dutton and Co., Inc. 1946.
Folk tales into fanciful tales.

(3) A Doll's House, Modern Library, N.Y., 1935.

(3) An Enemy of the People, Dodd, Mead, and Co., 1949.

Lagerlöf, Selma: (1) Diary - written when she was 14 years of age.

(2) Marbacka - Her home "on Fryken lakes and valleys" in Vermland "the crown of Sweden's provinces"; pictures of "long Loven Lake and Ekeby".

(2) Memories of My Childhood
Recollections of her childhood on a Swedish farm.
"Peace of God" from From a Swedish Homestead
Included in Heath Readings in the Literature of Europe, D. C. Heath, Boston.

(3) The King of the Lowenskolds, Doubleday Doran Co., N.Y., 1931.

(1) "The Silver Mine" from The Girl from the Marsh Croft
A story of wisdom and unselfishness.
Included in Beyond the Seas by Collette, Cross, Stauffer. Ginn and Co., 1949.

(3) The Story of Gösta Berling, Jan Forlag, Stockholm, 1950
Her most famous work.
A picture of old Vermland.

(1) Wonderful Adventures of Nils, Pantheon Books, 1947.

(1) "A Christmas Guest" from Invisible Links, Doubleday, and Co., Inc., 1899.
Included in Good Times Through Literature, Pooley Poley, Leyda, and Zellhoefer, Scott, Foresman and Co., 1951.

Rogers, Lester B.; Adams, Fay; Brown, Walker; Story of Nations, Henry Holt, and Co., N.Y., 1952.

Undset, Sigrid. :(1) Happy Times in Norway, Alfred A. Knopf, 1942.

(3) Kristin Lavransdatter, Alfred A. Knopf, 1946.

(3) True and Untrue and Other Norse Tales, Alfred A. Knopf, 1945.

World Book Encyclopedia

Encyclopedia Britannica

World Almanac

Atlas

Periodicals

Holiday (Use Readers' Guide)

National Geographic Magazine (Use own Cumulative Index or Readers' Guide)

Travel (Use Readers' Guide)

Miscellaneous

Travel literature from Travel agencies.

Norwegian National Travel Office, New York City
Swedish " " " " " "
Danish " " " " " "

BIBLIOGRAPHY FOR TEACHERS' USE

Fielding's Guide to Europe

Fodor's Modern Guides-Scandinavia in 1952, Continental Edition, Mouton and Co., The Hague, The Netherlands, 1952. (also available in U.S.
Highly recommended; includes Finland.
Chapters written by different experts on particular subject.

DuChaillu, Paul, Land of the Long Night, Chas. Scribner and Sons, 1899.

Childs, Marquis,W., Sweden, the Middle Way, Yale Univ. Press, 1947.
A famous book about the co-operatives in Sweden; fairly hard reading.

Brick, Anna and Arvidsson, Karl Axel, Millesgarden, Raven & Sjogren, Tidningen VI, Sweden.
About Carl Milles home museum.

Brenna, Orne, Guide to Gustav Vigeland's Sculpture Park in Oslo, Emersens Trykkeri, Oslo, 1952.

OPTIONAL RELATED ACTIVITIES

The following activities will help you to understand and appreciate even more some of the points already included briefly in the core activities. Do as many as you choose, beginning with the one you are most interested in.

1. In the extreme northern part of Sweden, school children receive daily doses of cod liver oil supplied by the government without charge. Read about cod liver oil in a book on nutrition; review the geography of Scandinavia, and write briefly why the government thinks this is a wise policy. (Children can't hope the supply will give out. Why?)

2. When one visits Norway and Sweden today, he senses very soon that there is one topic of conversation that it is better to avoid. Norwegians are apt to sound a little bitter, and Swedes are quick to explain if not to apologize. Sweden allowed the Germans to use her railroads to invade Norway. As a neutral she felt she had no choice. Today Sweden does not belong to NATO. The reasons are similar. Read about Sweden's geographical and economic position and then write or report to the class why if you were a Swede you might agree with her policy.

3. The Scandinavians feel that in their co-operatives they have found a "middle way" between capitalism and socialism. Read about such programs as their health insurance, only about 10% of the people in the huge city of Stockholm owning their own homes, etc. Then explain why, in a report, when it pleases most people there with a high standard of living, most Americans wouldn't want to copy it entirely.

4. If you are interested in ships and commerce, develop the following facts into a theme or talk. Geographic conditions are responsible for the Norwegians being sea-faring people from the earliest days of history to today when their merchant fleet is one of the largest in the world.

5. For a bulletin board display, sketch pictures of ancient Scandinavian ships. Sketch or find pictures of modern Scandinavian ships for contrast.

6. This is a suggestion for those of you who like to draw. Illustrate on a pictorial map of Scandinavia, or of any one of the countries, such information as natural resources, birthplaces of famous people, historical events, literary shrines, etc.

7. Many visitors to Sweden enter at Göteborg, having crossed from Frederickshaven, Denmark, by ferry. It is the quickest way of getting into Sweden by car from any country in Europe outside of Scandinavia. Look at your map and trace the route to see why. As soon as they arrive they will be told, if they do not already know, that they must drive on the left hand side of the road while in Sweden. It is the only country in Europe outside of Britain where that is true. It is only one of the things that

may make one feel he is in England rather than in Sweden. Read about Goetborg in any good reference book; look at the map again to see how far removed the Scandinavian countries really are from the rest of Europe, and explain why Goteborg from early days has been strongly influenced by the British.

8. Read from Fodor's Modern Guides-Scandinavia in 1952 or other good travel books about the celebration of Midsummer Night's Eve in Scandinavia and write or report to the class why you would make every attempt to get as far north for that night as you could and how you would celebrate with the citizens.

9. Try to find someone in the community who has travelled all the way to North Cape for that night, or has flown up over the Arctic Circle that night on a special excursion, to show pictures and tell the class about it. If that fails, find the issue of Life that shows the pictures of the sun taken at intervals for the whole 24 hours of the summer solstice, and explain what they see if it weren't stormy or cloudy.

10. Arrange a musical program featuring Peer Gynt. Have some one read first the part of Ibsen's story of a troublesome, selfish lad who wandered over the earth looking for adventure - put to music. Then play recordings of Grieg's Peer Gynt Suite. Give or write a report on Edvard Grieg and his home at Trolhaugen on the Bergen fiord. Perhaps someone has visited it and has pictures of it. Explain that he interprets the spirit of the Scandinavian people. Some one in class should be able to play piano or music (violin) by Grieg. Use recordings of "Song of Norway."

11. Explain to the class or write a report on Jenny Lind, the Swedish Nightingale. Include her visits to America under the sponsorship of P. T. Barnum. Mention that she spent some time in this state, in Northampton, Mass. and christened the pond on the Smith College campus "Paradise Pond" because she called the area the paradise of America. Perhaps someone who has a doll collection has one of the valuable "Jenny Lind" dolls so-called because they look like her and have the same hair-do that she made famous.

12. Arrange a musical program that features two Metropolitan opera stars Kirsten Flagstad (Norwegian) and Lauritz Melchior (Danish). Arrange a display of pictures of them and play recordings of familiar arias.

13. Several Viking ships, which were used for the burial of chieftains have been discovered in a remarkable state of preservation. They were filled with many articles of that civilization. Read all you can about them and find as many pictures as you can for an illustrated report.
Your clues are:

Viking Hall Museum at Oslo
Gokstad, Oseberg, and Tune ships
Viking ship finds in the National Museum in Copenhagen
Excavations at Trollberg.

The excavations have produced about 14 lur horns. They were bronze musical instruments also used for battle signals.

The famous statue in front of the Copenhagen city hall shows two Vikings blowing lur horns. Find a picture of the statue; most people who have visited there have pictures as it is a trade mark of the city. Maybe someone will lend Kodachrome slides of it.

The Copenhagen Museum has recorded the music of the lur horn. Possibly you can find a recording to borrow to play for the class. They sound more like a French horn than any other familiar instrument.

14. At the ship museum in Oslo there are three ship "houses". They represent Norwegian courage and daring in seafaring. They are:

    a. The house containing the Viking ships mentioned in #13
    b. The house containing Nansen's ship "Fram."
    c. The house containing the Kon-Tiki raft, for Heyerdahl, the leader of that expedition, was also a Norwegian.

    If you have read Kon-Tiki, this activity is an excellent one for you. Report to the class on the exploits of Nansen and Heyerdahl.

15. This is especially good for any one who saw "Red Shoes". Tell the story that Andersen wrote to the class, compare it with the movie, and review what the critics said about it.

16. Make a collection of products of the Scandinavian countries. Try to include a sample of: sterling silver from George Jensen's china or porcelain with the Royal Danish hallmark; Swedish glass: note that the color of the label denotes the quality and the price. Finnish glass; note the difference in the design between that and Swedish; hand woven textiles from all Scandinavian countries. Jewelry, copied from authentic Viking jewelry dug up in the Viking ship finds, and still worn, especially by the Lapps. Other examples of Scandinavian design, as Decarlia; a little Swedish red horse in this design and a good luck piece.

    If people are reluctant to lend their treasures, find pictures of these products in ads in the better magazines. Also, pictures of furniture and household articles designed by Scandinavian designers. Many of our American articles, such as wrought iron, are copies of theirs.

17. Collect as many pictures as possible of native costumes still worn on special occasions in Scandinavia.
    Your clues are:

    The people of Selma Lagerlof's Vermland dress in the costume of that province and go to church in picturesque old "long boats" on one special Sunday

in each summer as part of their festival. Perhaps you can find pictures in travel literature.

18. Find material, for the bulletin board if possible, on the Norsk Folk Museum in Oslo. It is an open-air museum covering acres. In it are authentic (not reproductions) of old farm houses arranged in chronological and geographical order from 1259 a.d. The hostesses dress in the authentic dress of that area and that era and explain what life was like as lived in the various houses. Maybe someone who has visited can tell the class and show slides of it.

19. In the Folk Museum at Oslo and in Bergen are two authentic Stave churches. They are Christian churches dating from the 12th century. Try to find pictures and a description of the interior. Trace the Christianizing of the Scandinavians.

20. Many Americans have taken a bus trip through Finland to the "land of the midnight sun". They have an opportunity on that trip to visit with tribes of Lapps who are following the reindeer herds. Try to find someone to tell you about the trip and show you pictures. Failing that, find material in such magazines as National Geographic and give your own talk to the class. On that trip, too, Americans have a chance to have a sauna (a Finnish bath); Finns and other Scandinavians in our own country have facilities for saunas. Maybe you can take one, and then describe it, or get one of them to describe the procedure. It's no wonder they have such nice complexions!

21. Read about the Winter Olympics at Oslo and the Summer Olympics at Helsinki in 1952. Describe the preparation that Helsinki made for it before the World War II prevented her being hostess. Describe the village built just for the athletes, etc. What Scandinavian and American athletes won events? Find pictures, as of the Ski Jump at Holmenkollen, Oslo. Many Americans attended both. Maybe you can locate one who did for a first hand account. Try to arrange with him and your principal for an assembly program.

22. Are you interested in sculpture? All three Scandinavian countries have produced a great modern sculptor. Carl Milles is best known in this country, as many cities have purchased his statues for their public buildings and parks. Get a list of those and pictures of the statues. Learn what you can of Carl Milles, who spends a lot of his time in this country. He is building a magnificent museum-home just out of Stockholm which is open to the public and which contains many of his originals. It is called " Millesgarden". Try to find some literature and pictures. Your teacher will tell you where you can write for some, though there is a slight fee involved for the booklet.

23. Norway's sculptor is Gustav Vigeland and all his work, a whole life time of it, is in a Sculpture Park in Oslo where every work is his and all carry out the same theme. People react differently to it, as to most art, but Hitler planned to decorate the new Berlin with it

after the war. How the Norwegians saved it is thrilling. You should be able to find pictures of some of the statues and some thing of what the whole theme is.

24. Denmark's sculptor is Bertel Thorvaldsen. Most of his works are in a special museum in Copenhagen. You should be able to read about him and his work in a good travel book about Copenhagen. Fodor has something.

25. Make a list of the movie stars that are Scandinavian. Don't forget Greta Garbo, Ingrid Bergman, and Jean Hersholt.

26. People don't spend all their time in museums while in Scandinavia; in Copenhagen they spend a lot of it in Tivoli Gardens. It is an amusement park with everything. You'd love it. Find all you can about it, best of all will be from someone who's been there. Travel literature on Copenhagen will be sure to help.

27. Do you like to eat? It's one of the best things you do in Scandinavia. Two meals a day begin with smorgasbord which refers to big open-faced sandwiches served as an appetizer! Oskar Davidsen's [illegible] in Copenhagen - is a "must" and you may have the menu for a famous souvenir. It is 4 feet long and lists 177 varieties of sandwiches. Read about Scandinavian food and eating habits. Try to borrow a copy of that menu from someone who has been there for the bulletin board. Americans are also interested when visiting Davidsen's to recall that it was a center of underground resistance to the Nazis and some very heroic stories are told of it.

28. Someone should sketch some typical Danish houses for the bulletin board. Having a stork's nest on the chimney isn't typical but is very lucky. Tourists go to Randers in Denmark to see the nests, for there are seven in that town, a very unusual number for one area, and the town is very proud of them.

29. Report on the open-air museum in Aarhus, Denmark. It has 48 authentic old buildings moved into a realistic setting to show Danish town life in the 16th century. Try to find pictures of it. Some of the sets in Danny Kaye's movie "Hans Christian Andersen" looked very much like it.

30. The American Fourth of July is always celebrated in Rebild Park, Denmark, by all the Danes who have lived in the States or have relatives here. The Royal family is always represented and the American ambassador attends. Rebild Park contains a replica of Lincoln's cabin, and each State has contributed a state flag which is flown on that date, and an exhibit. Write to your state government and inquire what your state contributed.

31. Find, make, or at least draw, the flags of the 5 Scandinavian countries to decorate the bulletin board or room for the other exhibits we will collect.

32. When you visit in Denmark, guides are apt to remark "Denmark made one of her biggest mistakes when she lost England as a

colony." They will proceed to make references to kings that also ruled England jointly. In 1949 they celebrated the 1500th anniversary of their invasion of England by sailing a reproduction of a Viking ship, with two men dressed to represent Hengist and Horsa, from Denmark to England. Review the history of that invasion in an English history book, and refer to the Readers' Guide for reports of the 1949 celebration. You may find pictures of it.

33. When you visit Scandinavia you will smell fish most of the time you are on the coast, and you will eat a lot of fish. Some of your most interesting snapshots will be of the fisher wives at the open air fish markets on the docks of Copenhagen. Prepare a report on the importance of the fishing business to these countries. The day you give it, maybe you'd like to serve Norwegian sardines (and crackers) to the class.

34. An American won the Nobel Peace Prize for succeeding in the work that took the life of Count Bernadotte. Look up the whole story, and prepare a written or oral report.

35. If you are a stamp collector, prepare a display of Scandinavian stamps and be prepared to tell the class something of the story they tell.

36. If you are a coin collector, prepare a display of Scandinavia money, and explain what an American should know about it who plans to travel in those countries.

37. After the Germans occupied Norway, they feared the United Nations would send help to Norway from the north; Germany couldn't spare enough men to guard the area, so they completely laid waste a strip 50 miles wide. They removed the people and burned everything. Norway is now rebuilding that area and has completed a new city. It is a thrilling story. Read about it and be prepared to report to the class.

38. For 7 years after World War II visitors to Denmark couldn't buy any bacon, yet Danish bacon is famous. The Danes couldn't eat any either. They smiled and said, "If you want Danish bacon, you'll have to go to England." For the same length of time newspapers in Norway and Sweden were thin and printed on poor quality paper, for newsprint was rationed. Yet their soft wood forests and paper are one of their biggest natural resources. They were having to sell it to other countries. Denmark can't produce electricity; how could it when it hasn't the resources that produce it. (What are they?) England has coal, iron and some waterpower. These facts are all related. Investigate them and find some other links in the chain and organize the material to show the interdependence of the economy of countries.

39. Read as many of the works listed on the optional reading list as you are interested in. When you are ready to report on your reading (separate items as soon as you finish each) make an appointment with me for a conference on it. It may be oral or written or both. If you prefer, organize a committee to read the same book, then arrange a panel discussion on it to be given before the class. Keep a record on cards for the file, of all reading you do. Include complete titles and indicate amount read.

BIBLIOGRAPHY FOR OPTIONAL READING AND RESEARCH

Scandinavia in General

(2) Beard, A.E.S., Our Foreign-Born Citizens
For account of John Ericsson

(2) Brown, F.J. and Roucek, J.S., One America
For contributions of Scandinavia to American life.

(2) Cottler, J. and Jaffe, H., Heroes of Civilization.
For account of Amundsen

(2) Darrow, D.F. Science and Invention
Excellent for life of Alfred Nobel

(3) Evans, Edwin B., Scandinavia

(2) Franck, H.A., A Scandinavian Summer

(3) Ogrizek, Dore, Scandinavia

(2) Olson, Alma Luise, Scandinavia

(2) Rothery, Agnes Iceland Roundabout

(2) " " Scandinavian Roundabout

(2) Smith, C.M. Northmen of Adventure

(2) Stefansson, Evelyn Within the Circle; Portrait of the Arctic
For Greenland and Iceland.

(2) Stefansson, Vilhjalmur, Hunters of the Great North.

(2) " " Great Adventures and Explorations

Periodicals

American Observer, Nov. 10, 1952, "Scandinavia is Standing Firm"

Weekly News Review , Nov. 10, 1952, "Scandinavia Stands Firm in Face of Soviet Threat."

NORWAY

(1) Bojer, Johan, "The Emigrants"
Included in Beyond the Seas
By a novelist whose novels have been translated into English

(1) Bjornson, Bjornstjerne, "A Dangerous Wooing"
Included in Heath Readings in the Literature of Europe
One of best short stories

(1) Bjornson, Bjornstjerne, "The Boy and the Flute"
Poem from volume by same name, trans. by Sir Edmond Gosse

(1) Deutcher, Sybil, Edvard Grieg, Boy of the Northland

(2) Ewen, David, Men and Women Who Make Music
For account of Kirsten Flagstad

(3) Gulbranssen, T., Wind from the Mountain

(3) " " Beyond Sing the Woods
A novel of life in Norway

(3) Hall, Anna G., Mansen

(3) Heyerdahl, Thor, Kon-Tiki

(2) Holberg, Ludvig, "Nils Klim's Wonderful Journey"
Story of Norway's other great dramatist.

(2) Longfellow, Henry Wadsworth, "Saga of King Olaf"
"Ballad of the North Cape"
etc.

(2) McLean, Kathryn A., Mamma's Bank Account
Norwegian family life in San Francisco
Stage and movie version called I Remember Mamma

(3) Medill, R., Norwegian Towns and Peoples

(2) Norway's Best Stories, translated by Anders Ordbek, Norton

(1) Pyle, Katherine, Hero Tales from the Norse

(3) Rolvaag, Ole, Giants in the Earth
A story of Scandinavians in Minnesota

(2) Rothery, Agnes, Norway

(3) Steinbeck, John, The Moon is Down
A novel of Norway under the Nazis

(2) Thorne-Thomsen, In Norway

(2) Wurdeman, Audrey (Mrs. Joseph Auslander and also a poet)
"Norwegian Idyll"
Included in Beyond the Seas
A lovely memory of pre-war Norway in very poetic prose

Periodicals

National Geographic Magazine, March, 1943, "Norway, an Active Ally"

SWEDEN

(1) Benet, Laura, Enchanting Jenny Lind

(3) Johnsen, Julia, Consumer Co-operatives

(3) Nano, Frederick, The Land and People of Sweden

(2) Rothery, Agnes, Sweden

(3) Smith, S.C.G., Made in Sweden
A book about Swedish art

(3) Strode, Hadson, Sweden, Model for the World

(2) Sweden's Best Stories (Translated by Chas. Wharton Stork) Morton

Periodicals

National Geographic Magazine, June, 1940, "Under Swedish Roofs and Skies"
Farm life in Sweden.

DENMARK

(3) Dinesen, Isak (J. Baroness Karen Blixen-Finecke)
Lives now in British East Africa with husband on coffee plantation.
Writes more of Africa than native Denmark
Famous first work - Seven Gothic Tales

(2) Ewen, David, Men and Women Who Make Music
For account of Lauritz Melchior

(2) Lind, Morgens and Jensenius, Herluf, We Danes and You
National Travel Assoc. of Copenhagen, Denmark, 1952
Apply through New York office

(1) Owen, Ruth Bryan, Denmark Caravan
By our first woman ambassador, who served in Denmark for a long time

(2) Rothery, Agnes, Denmark; Kingdom of Reason

(3) Strode, Hudson, Denmark is a Lovely Land.

Periodicals

National Geographic Magazine, February 1932, "Royal Copenhagen, Capital" of a Farming Kingdom"

January, 1940, "On Danish By-Lanes"

RECORDINGS, FILMS AND FILMSTRIPS

(Silent, black-and-white unless otherwise stated)

Films

"Meet the Swedes" (20 min.) Almanac Films, Inc.

"Norwegian Children" (10 min.) Encyclopedia Britannica Films

"Wind from the West" (18 min.) sound Film of the Nations

"Majestic Norway" (20 min.) sound films of the Nations

"Glimpses of Picturesque Norway" (20 min.) Al Sherman

"Landscape of the Norse" (8 min.) sound; color Teaching Film Custodians, Inc.

" Life in Northern Lands" (Norway) (1 reel) Coronet Films

"Scandinavian Lands; Norway, Sweden, Denmark (1 reel) Coronet Films

"Life in a Fishing Village" (Sweden) (1 reel) Coronet Films

Film Strips

"People of Norway" set of 4 strips Bailey Films Inc.

"We Visit Sweden" 24 frames Eye Gate

SHARING THE EXPERIENCE

The optional related activities suggested include:

1. Bulletin board displays
2. Exhibits
3. Oral reports
4. Class or assembly guest speakers
5. Panel discussions
6. Dramatic programs, including excerpts from plays or recordings
7. Musical programs, including instrumental or recorded numbers

That the time allotted to this unit may be well planned, it is important that pupils report their planned activity to the Teacher immediately. A schedule of activity presentations should be posted for class reference.

SUGGESTED EVALUATIVE ACTIVITIES

The items listed below are suggestions. The final check list should be decided upon after discussion with the class.

The class should have copies of all the final check lists, that they may be reminded of items of measurement.
The items of the first check list should be evaluated by the group and the teacher.

The items on the other lists should be commented upon by the teacher in writing, and gone over with the individual pupil, or pupils involved, in conferences.

A file of these should show improvement and growth in skills.

CHECK LIST FOR BULLETIN BOARD AND TABLE DISPLAYS

	Yes	NO	Comment
1. Were the materials collected and displayed interesting and instructive?			
2. Should some be omitted when this unit is repeated with another class?			
3. Was the material displayed in a manner to help you get a clearer idea?			
4. Was there too much "sameness" to the material?			
5. was material presented in a way it could best be used by entire class?			

CHECK LIST FOR ORAL COMMUNICATION

1. Did the pupil appear interested in the subject matter of his report?
2. Did he succeed in getting and holding the interest of the class?
3. Did he speak clearly and slowly enough to be heard by all?
4. Was the report well organized; did it "move forward"?
5. Was it free from errors in grammar, enunciation, and pronunciation?
6. Did it show a command of vocabulary suitable to the topic?
7. Was the pupil ill at ease? mannerisms?
8. Does the pupil have a voice that is pleasant to listen to?
9. If not, what suggestions can be made for improvement?

CHECK LIST FOR WRITTEN COMMUNICATION

1. Is the paper neat in appearance?
2. Does it meet the minimum requirments for arrangement and form?
3. Is it logically organized?
4. Does each paragraph contain a topic sentence?
5. Are paragraphs developed with sufficient detail?
6. Are there transitional sentences?
7. Is the paper monotonous to read or to listen to?
8. Are words used correctly?
9. Is the vocabulary free from slang and sufficiently mature for the material?
10. Is the point of view maintained throughout?
11. Are there mistakes in spelling?
12. " " " " capitalization?
13. " " " " punctuation?
14. " " " " sentence structure?
15. Is the conclusion effective?

CHECK LIST FOR INDIVIDUAL READING CONFERENCE

1. Had the reading been done superficially?
2. Had the material read furthered an interest in reading for relaxation or information?
3. Had it furthered interest in this unit?
4. Did the reader show growth in appreciation of other cultures?
5. Did the reader show growth through vicarious experience?
6. Did the reader show growth in choosing reading material with discrimination?
7. In what direction does his growth through reading need to be directed?

CHECK LIST FOR PANEL DISCUSSION OF READING

1. Did each member of the panel share equally in the work?
2. Were the members adequately prepared?
3. Was the discussion well organized?
4. Could members hear one another and be heard by all the class?
5. Was there difference of opinion?
6. Were all members, panel and class, tolerant of one another's views?
7. Did the class indicate sufficient interest in the book discussed?
8. Did the discussion appeal to the slow readers you were most concerned with interesting?
9. Was the discussion educational rather than entertainment alone?

SUGGESTED TEST ITEMS
(65 items; 45 minute period)

I. Use the following words in meaningful sentences about Scandinavia:

a. fiord

b. saga

c. Althing

d. Riksdag

e. troll

f. tundra

g. kroner

h. Odin

i. summer solstice

j. abdicate

II. Write the word or words that correctly complete the following sentences:

a. Two countries besides Norway, Sweden and Denmark that consider themselves Scandinavian are _____ and _____

b. A natural resource that Sweden has made wise us of is _____, used for _____.

c. A natural resource that Norway has made wise use of is _____, used for _____.

d. A natural resource that Denmark has made wise use of is _____, used for _____.

e. Two main purposes of the co-operative societies are _____ and _____.

f. Two colonies once owned by Denmark are _____ _____.

g. The Scandinavian empire at the time of the Union of Kalmar extended from _____ on the east to _____ on the west.

h. The Scandinavians who settled one of the 13 original colonies, _____, were the _____.

i. In the year _____ Leif Ericson reached the shores of _____.

j. The form of government of all Scandinavian countries is _____; most Scandinavians belong to the _____ Church.

III. After each item write the name of the person described.

Answer

a. Norwegian writer of plays _____

b. Danish writer of fairy tales _____

c. First Secretary-General of the U.N. _____

d. Discoverer of the South Pole _____

e. Norse god of thunder _____

f. "Swedish nightingale" _____

g. Great Danish singer _____

h. Norwegian composer who wrote Peer Gynt music _____

i. Author of Kristin Lavransdatter _____

j. Swedish designer who helped North win the Civil War _____

k. Sailed a famous ship Fram on an expedition to the North Pole _____

l. Author of The Story of Gosta Berling _____

IV. On the line before each group of the following, write the letter of the event that happened last:

1. _____ a. Napoleonic Wars
b. Thirty Years' War
c. World War I

2. _____ a. Founding of colony in America
b. Independence of Iceland proclaimed
c. Separation of Norway from Sweden.

3. _____ a. Discovery of dynamite
b. Establishing of Nobel prizes
c. Murder of Count Bernadotte

4. _____ a. Birth of Gustavus Adolphus
b. Beginning of the Reformation
c. Leif Ericson's voyage

5. _____ a. Founding of the Althing
b. Nazi invasion of Denmark
c. Height of Sweden's military power in world affairs.

V. Explain, in complete sentences, the American poet, Longfellow's association with Scandinavia. Include 5 facts.

VI. Explain, in complete sentences, what there is of interest in Denmark for people who enjoy studying the English poet, Shakespeare. Include 5 facts.

VII. Name the 5 fields in which Nobel prizes are awarded.

VIII. Which one is not awarded in Sweden?

IX. Name an American and a Scandinavian who have won prizes.

DATE DUE

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Noddin, Priscilla.
Unit organization of the topic
Scandinavia...

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